



Guidelines for Performance-Based Professional School Counselor Evaluation



**2000
Missouri Department of
Elementary and Secondary Education**

Foreword

As the Department of Elementary and Secondary Education, as individual school districts and as classroom teachers, Missouri educators are committed to excellence. The commitment requires that effective instruction and learning opportunities be provided for each of our students.

If our students are to perform well, it is paramount that our teachers perform well. We must share a clear vision of what excellence in performance is so that we can align our efforts toward achieving it - efforts which include more than evaluation, efforts which include improvement of instruction through professional development.

The work on this document began three years ago and is the culmination of the effort of a state-wide Performance-Based Teacher Evaluation committee. The committee received input from various organizations and individuals, focus groups, and a pilot study with over 35 schools participating. While the starting point is evaluation, the intent of the document is to help all of us move beyond concerns about competency and to focus on the more desirable goal of continual improvement and professional development so that we can ensure the academic success of each child who enters our schools today, tomorrow, and into the 21st century.

We thank those who worked so hard to see this work to completion. We are hopeful that the work produced will prove practical, allowing districts to adapt its content in full or in part as they go about their responsibilities for staff evaluation and growth.

Robert E. Bartman
Commissioner of Education

Acknowledgements

Missouri first passed legislation in 1983, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. Those guidelines and procedures needed to be updated to meet the new requirements and expectations of today's educators. In February, 1997, a state-wide committee made up of teachers, principals, superintendents, university personnel, state department personnel, and state legislators had their first meeting. Many meetings later, after hours of deliberation, the following document was produced.

The Department of Elementary and Secondary Education gratefully acknowledges the work of the Performance-Based Teacher Evaluation Committee members as follows:

Mr. David Adams, Assistant Director
Department of Elementary and Secondary Education

Mr. Doug Allen, Technology Coordinator
Independence School District

Mr. Kirk Arnold, Supervisor
Department of Elementary and Secondary Education

Dr. Deb Ayres, Assistant Superintendent
Kirkwood School District

Ms. Natalie Beard, Assistant to Vice President
Harris Stowe College

Mr. Charles Brooks, Teacher
Blue Springs School District

Ms. Peggy Cochran, Executive Director
MO National Education Association

Mr. Clarence Cole, Principal
Juvenile Justice Center, Kansas City

Mr. Dwayne Cossey, Superintendent
Department of Elementary and Secondary Education

Ms. Jill Couch, Teacher
Bronaugh School District

Dr. Ron Crain, Assistant Executive Director
MO State Teachers Association

Dr. Celeste Ferguson, Assistant Commissioner
Department of Elementary and Secondary Education

Ms. Becky Gallagher
Henry Co. R-1 School District

Ms. Luana Gifford, President
MO Federation of Teachers & School-Related
Personnel

Dr. Jerry Giger, Principal
Rolla School District

Mr. Bobby Gines, Assistant Superintendent
Riverview Gardens School District

Mr. John Glore, Executive Director
MO Association of Secondary School Principals

Ms. Janet Goeller, Director
Department of Elementary and Secondary Education

Dr. Joseph Guilino, Director
Central Methodist College

Ms. Cindy Heider, Director Instruction Prof. Dev.
MO National Education Association

Dr. Rick Hutcherson, Coordinator
Department of Elementary and Secondary Education

Mr. Greg Jung, Teacher
Ritenour School District

Ms. Ellen Kauffman, Teacher
Mountain View-Birch Tree School District

Honorable Pat Kelley
MO House of Representatives

Dr. Jim Kern, Professor
Lincoln University

Dr. Kathleen Keusenkothen, Asst. Superintendent
Mehlville School District

Mr. Harry Kujath, Coordinator
Department of Elementary and Secondary Education

Dr. Mike Lucas, Director
Department of Elementary and Secondary Education

Ms. Teresa Lupton, President
MO Congress of Parents and Teachers

Ms. Yvonne McCarty
Columbia, MO

Ms. Elaine McConahay, Teacher
Francis Howell School District

Dr. Carol Migneron, Principal
Nipher Middle School

Dr. Doug Miller
Department of Elementary and Secondary Education

Mr. John Miller, Director
Department of Elementary and Secondary Education

Dr. Pat Miller, Head, Division of Education
Truman State University

Ms. Anina Morse, Vice President & Director
Department of Extension

Ms. Kae Parker, School Board Director
Canton School District

Ms. Faye Peters, Associate Executive Director
MO Association of Elementary Principals

Dr. Jim Ritter, Associate Executive Director
MO School Board Association

Ms. Cathi Rust, Director of Education
MO State Teachers Association

Mr. David Sasser, Principal
Belton School District

Dr. Gary Shroer, Assistant Director
Department of Elementary and Secondary Education

Ms. Julia Sharpe, Director, Elementary Education
Jefferson City Public Schools

Honorable Stephen Stoll
MO House of Representatives

Mr. Tim Taylor, Principal
Mountain Grove School District

Ms. Linda Thies, Teacher
Ladue School District

Dr. Turner Tyson, Assistant Superintendent
Jefferson City School District

Dr. Carter Ward, Executive Director
Missouri School Boards Association

Mr. David Waters, Principal
Farmington School District

Mr. Larry Wheelles, Education Consultant
Department of Elementary and Secondary Education

Sub-Committee:

Dr. Lela Kosteck Bunch, Director
Department of Elementary and Secondary Education

Dr. Norman Gysbers, Professor
Department of Educational and Counseling Psychology
University of Missouri - Columbia

Dr. Douglas Hatridge, Assistant Superintendent
Fort Osage R-I School District

Ms. Helen Hatridge, Professional School Counselor
Past-President/Missouri School Counselor Association
Liberty Middle School

Ms. Linda Lueckenhoff, Professional School Counselor
President-Elect/Missouri School Counselor Association
Palmyra Elementary School

Dr. Carolyn Magnuson, Associate Professor
Department of Education
Lincoln University

Ms. Greta Myers, Professional School Counselor
President/Missouri School Counselor Association
Mountain Grove High School

Mr. David Parr, Professional School Counselor
Secondary Vice-President/Missouri School Counselor Association
Normandy High School

Mr. Don Pugh, Professional School Counselor
Administrative Assistant/Missouri School Counselor Association
Jackson High School

Ms. Carolyn Roof - Schreiber, Professional School Counselor
Elementary Vice-President/Missouri School Counselor Association
Mill Creek Elementary School

Dr. Robert Bell, Committee Chairman
Department of Elementary and Secondary Education

Dr. Chris Belcher, Consultant
Central Missouri State University

Document Graphics and Design
Kyle Bryant, Student
Central Missouri State University

Contents

	<u>Page</u>
.....	1
.....	1
.....	3
.....	3
ation (Chart)	6

iv

Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Professional school counselors are specialized educators. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Teachers records, how maintained-evaluations, how performed and maintained. -The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher’s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)

Executive Summary

This manual contains the philosophy and procedures of the Department of Elementary and Secondary Education’s Performance-Based Professional School Counselor Evaluation (PBPSCE) Model. This evaluation model has been constructed after considering recent research (Danielson, 1996; Glattorn, 1997; Peterson, 1995; & Manatt, 1994; MoSTEP Standards, 1999) and best practice. The model represents the work of a state-wide committee to link Performance-Based Professional School Counselor Evaluation with the *Missouri Comprehensive Guidance Program: A Model for Program Development, Implementation, and Evaluation* (Missouri Comprehensive Guidance Program Model), state assessments, individual professional development, school counselor standards, and ultimately, student success.

The committee considered the direct testimony of experts, discussing concepts and formulating ideas to develop an evaluation model that respects the roles and responsibilities of both PSCs and administrators. It was important to develop a model that could be used to effectively evaluate PSC performance while encouraging professional growth. Developmental and reflective practice needs have been integrated into the model.

The new evaluation system is characterized by

- ◆ Both evaluative and professional development processes
- ◆ Self-directed professional development for PSCs
- ◆ Clear criteria and standards, supporting the *Missouri Comprehensive Guidance Program: A Model for Program Development, Implementation, and Evaluation*, the Missouri Show-Me Standards, student performance and assessment
- ◆ Clear procedures for the evaluation of performance
- ◆ An emphasis on training for both PSCs and administrators; and

- ◆ A collaborative process which is necessary for the development of a learning community.

These characteristics create a linked system, which permits reliable and valid judgments to be made regarding PSC performance.

PART I

PHILOSOPHY AND GUIDING PRINCIPLES

Philosophy

A Professional School Counselor Performance-Based Evaluation System (PSCPBS) is critical to continuous improvement and renewal of district comprehensive guidance programs. As a vital part of the educational process, the professional school counselor (PSC) works with other professionals to reach the ultimate goal of schools: the steady improvement in student knowledge and performance. Systematic evaluation procedures will ensure PSC effectiveness which, in turn, will lead to the personal and academic growth of students. The Missouri Performance-Based Professional School Counselor Evaluation System is based on the premise that PSCs spend their time involved in guidance and counseling activities as described in the Missouri Comprehensive Guidance Program: A Model for Program Planning, Implementation, and Evaluation. Performance-Based Professional School Counselor Evaluation assists counselors as they work with other professionals to create a school learning environment in which students acquire and apply knowledge and skills.

A Performance-Based Professional School Counselor Evaluation System offers PSCs a pathway for individual professional growth. An effective evaluation system provides information and feedback regarding effective practice, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which professionals are encouraged to improve and share insights in the profession. Successful implementation involves training and/or retraining of new and existing staff.

Guiding Principles

This model does not establish procedural rights for the evaluation process. Each district must establish procedural rights based on local school district policy and school law. Beyond procedural rights, the following principles are offered to districts as they begin developing their own Performance-Based Professional School Counselor Evaluation System and instruments.

- ◆ The central focus in developing a Performance-Based Professional School Counselor Evaluation System is to promote student success.
- ◆ The responsibility for evaluation of professional school counselors resides at the local school district level.
- ◆ The Performance-Based Professional School Counselor Evaluation System is developed collaboratively by professional school counselors and administrators.
- ◆ The Performance-Based Professional School Counselor Evaluation System is directly related to the professional school counselors' job descriptions as defined by the *Missouri Comprehensive Guidance Program: A Model for Program Planning, Implementation and Evaluation*.
- ◆ The Performance-Based Professional School Counselor Evaluation System adheres to the ethical standards of the American School Counselor Association and the American Counseling Association.

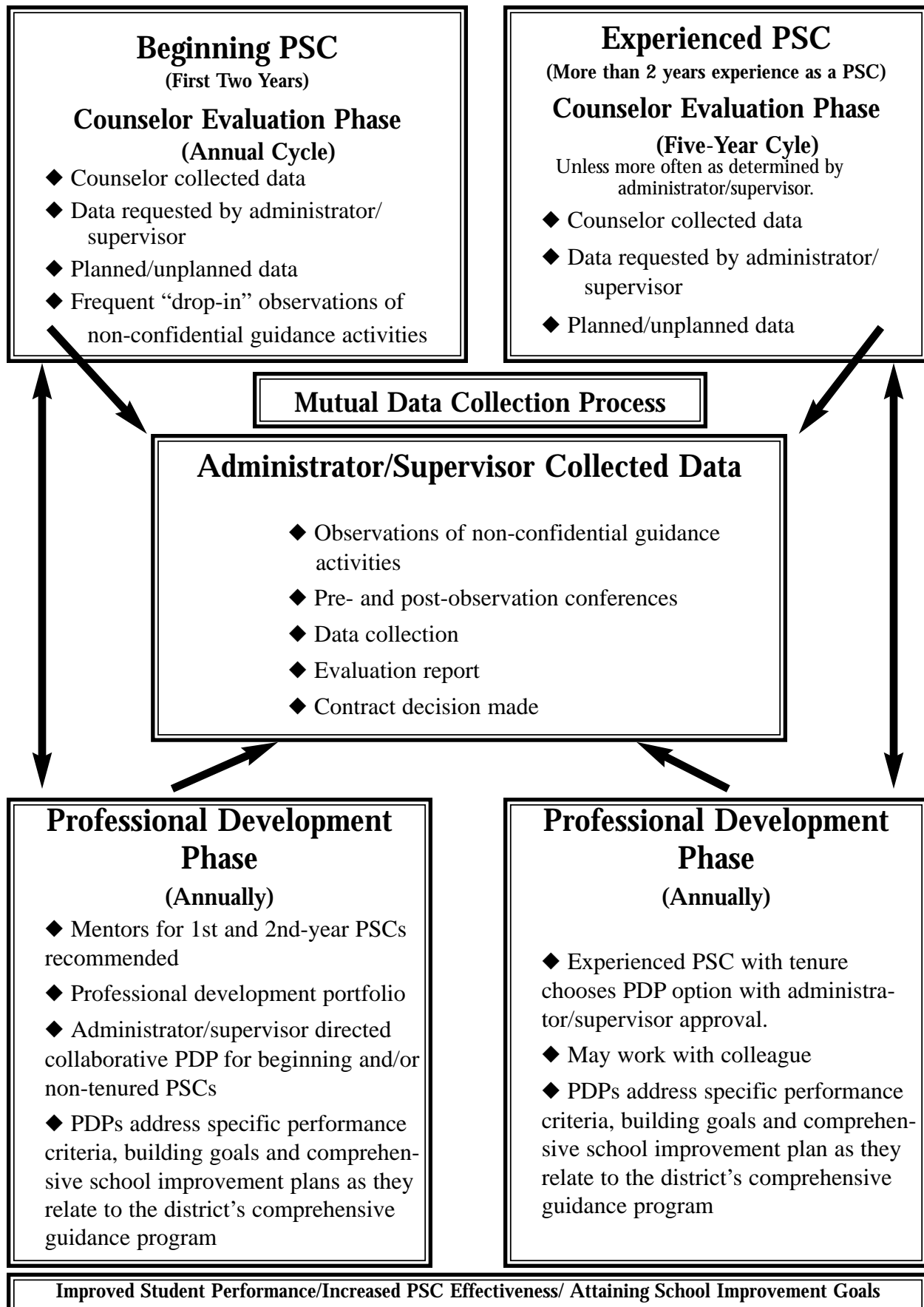
- ◆ The Performance-Based Professional School Counselor Evaluation System is a process that addresses professional school counselor evaluation and leads to professional development on the part of the PSC.
- ◆ The Performance-Based Professional School Counselor Evaluation System provides for a professional connection between the PSC evaluation criteria, student needs, district goals, building goals and school improvement plans.
- ◆ The evaluation criteria address PSC behaviors and student outcomes.
- ◆ The Performance-Based Professional School Counselor Evaluation System addresses the differing evaluation needs of beginning PSCs and experienced PSCs.
- ◆ Sufficient orientation should be provided to acquaint beginning and experienced professional school counselors and administrators with the district's Board of Education approved Performance-Based Professional School Counselor Evaluation System. Both district-wide and building-level meetings should be held to properly acquaint PSCs with the evaluation model.
- ◆ Trained and reliable evaluators are essential to the evaluation process. Those responsible for evaluating professional school counselors should understand the comprehensive guidance program model and its successful operation.
- ◆ A strong counselor to counselor mentoring program, with proper funding and training, is essential in order to provide the necessary support and feedback for first-and second-year PSCs.
- ◆ Adequate time should be provided for the PSC's professional development, thus encouraging activities such as counselor to counselor mentoring, peer coaching, and/or working on professional teams.
- ◆ The process of Performance-Based Professional School Counselor Evaluation and professional growth should allow for counselor reflection, professional collaboration, and contribution to the total learning community.
- ◆ All professional school counselors should have a Professional Development Plan (PDP) or Professional Improvement Plan (PIP). The Professional Development Plan will vary based on the classification of the PSC. Non-tenured PSC's portfolios in their first two years or a PSC should develop a Professional Development Portfolio that documents all of the evaluation criteria. Professional Development Plans for non-tenured teachers in years 3-5 may provide enrichment opportunities beyond the portfolio.
- ❖ The Professional Development Plan (PDP) varies based on the tenure status and experience level of the PSC:
 - PSCs who are new to the district will be evaluated for five consecutive years before being evaluated on the tenured cycle. Beginning PSCs with one year tenure in the district will be evaluated as a counselor for four years before being evaluated on the tenured cycle. Beginning PSCs with two years tenure in the district will be evaluated as a counselor for three years before being evaluated on the tenure cycle. Beginning PSCs with

three years or more tenure in the district will be evaluated as a counselor for two years before being evaluated on the tenure cycle.

- In each case, PCSs in the first two years, should develop professional development portfolios that document each performance criterion in the Performance-Based Professional School Counselor Evaluation. In each year after the first two, portfolios should be built on previous plans or the administrator/supervisor may provide PSCs with the opportunity to engage in a PDP which allows for growth/enrichment related to such activities as specific criteria, the district's comprehensive guidance program, building goals, and/or the overall school improvement plan.
 - Professional school counselor PDPs should be aligned with certification renewal requirements.
 - The local Professional Development Committee should serve as a resource to provide PSCs with professional development opportunities related to their individual PDPs.
- ❖ A Professional Improvement Plan (PIP) should be assigned to PSCs when there are performance deficiencies serious enough to detract from job effectiveness
- ◆ The Performance-Based Professional School Counselor Evaluation process includes an observation cycle. The observation process should:
 - ❖ Respect the confidentiality of students;
 - ❖ Include a pre-observation conference for scheduled observations with adequate time to discuss the goals and processes to be observed.
 - ❖ Include a post-observation conference for scheduled observations within a reasonable period of time
 - ❖ The administrator/supervisor is responsible for the management of the PSC evaluation and professional development phases of the PSCE. However, the process of data collection is a collaborative venture. The PSC and administrator/supervisor collect and discuss the data during conferences.
 - ◆ The Performance-Based Professional School Counselor Evaluation System is reviewed periodically to assess its effectiveness.

Figure One provides a graphic overview of the system. It should be noted that beginning PSCs may or may not have earned tenure as a district employee.

Figure 1
Performance-Based Professional School Counselor Evaluation



PART II OVERVIEW

The Performance-Based Professional School Counselor Evaluation System serves a three-fold purpose: providing direction for the supervision and evaluation of professional school counselors; providing an objective basis for school district personnel decision-making; and providing school boards with the assurance that the quality of their districts' professional school counselors is maintained and enhanced. The system will help professional school counselors design their professional development and/or improvement plans; aid district administrators in making continuing employment and tenure decisions concerning professional school counselors as well as making recommendations regarding future staffing needs and assignments; and demonstrate professional school counselor effectiveness to the board of education and to the community.

Differences Between the Performance-Based Evaluation Systems of Professional School Counselors and Teachers

It is important for PSCs and supervisors to note two fundamental differences in the PBE Systems of professional school counselors and teachers. These differences relate to the tenure process and the confidential nature of the job responsibilities of PSCs. Keeping the differences in mind will facilitate the development of district-relevant PBE Systems for each group.

Tenure

Missouri State statutes define the parameters of tenure for professional school employees. These parameters guide individual school districts in the establishment of locally-relevant tenure policies and procedures. When a certificated individual is hired by a local school district, he or she enters the tenure cycle according to the legislative-mandated district policy; the individual is a district employee no matter what position(s) he or she may hold. When the individual is tenured, he or she is tenured as a district employee.

Because tenure is tied to employment in the district, individuals may or may not be tenured as a district employee when they begin as a PSC. Thus, individuals will enter the professional school counselor role at varied points in the district's tenure process. However, a necessary prerequisite to becoming certificated as a PSC is the completion of two years of teaching experience. Therefore, PSCs will have participated in the Performance-Based Teacher Evaluation System for two years prior to participating in the Performance-Based Professional School Counselor Evaluation System.

For purposes of the Performance-Based Professional School Counselor Evaluation System, individuals in their first and second years of work as PSCs are considered *beginning* PSCs; after the initial two years of counseling experience, they are considered *experienced* PSCs. It will be incumbent upon districts to determine the tenure status of PSCs as employees of the district in order to direct the nature of professional growth plans after their two-year induction into the counseling profession as PSCs. This distinction is important as PSCs' professional development/evaluation plans are made.

Confidentiality

The second fundamental difference between teachers' performance-based evaluation and PSCs' performance-based evaluation has to do with the ethical standard of maintaining confidentiality in counseling relationships. The confidential nature of PSCs' work with individuals and small groups precludes spontaneous drop-in observations at random by administrators/supervisors. This is not to imply that PSCs should be exempt from drop-in observations by administrators/supervisors; it simply means that PSCs and administrators/supervisors must work together to identify times non-confidential activities are scheduled so that drop-in observations can occur without a breach of confidentiality. Suggestions are made for appropriate non-confidential guidance activities in the observation and glossary sections of this document.

Professional Development/Evaluation Process

Those undertaking the role of PSC for the first time will have participated in the Beginning Teachers' Assistance Program. The fundamental assumption of the Beginning Teachers Assistance Program is that induction into the profession of teaching requires the active support of administrators/supervisors and mentors. That fundamental assumption holds true for beginning professional school counselors as well; thus, the professional development and evaluation needs of first and second year PSCs will differ from those of experienced PSCs. The Performance-Based Professional School Counselor Evaluation System is designed to meet the professional growth needs of beginning and experienced PSCs. Just as with the Performance-Based Teacher Evaluation System, two phases characterize the process of Performance-Based Professional School Counselor Evaluation: the Professional Development Phase and the Evaluation Phase. The phases are cyclical and each is directly related to the other. They are defined in the following paragraphs.

Professional Development Phase

The Professional Development Phase is a process designed to help professional school counselors as they strengthen their professional competence and effectiveness. The Professional Development Phase provides opportunities for professional school counselors to obtain increasingly more complex knowledge and skills as they gain experience in the role of PSC. During the period of induction into the school counseling profession (the first and second years), professional development is structured to assure that specific procedures take place; in the third year and beyond, there may be more flexibility in the choices for professional development.

Evaluation Phase

A fundamental part of the Evaluation Phase is the recognition that induction of *beginning* PSCs into the counseling profession requires a different emphasis than does the Evaluation Phase for an *experienced* PSC. The Evaluation Phase recognizes that moving from novice to expert will be facilitated by an evaluation system characterized by the support of many. The Evaluation Phase for all PSCs is a system of feedback designed to help professional school counselors and their administrators/supervisors work together to measure counselor competence and effectiveness. The results of the Evaluation Phase will provide direction for an individual

Professional Development Plan (PDP) or Professional Improvement Plan (PIP).

Professional Development/Evaluation Procedures

The Performance-Based Professional School Counselor Evaluation System provides direction and structure for administrators/supervisors and professional school counselors alike. The procedures include the following (see the Glossary for definitions):

- ◆ Mentoring is recommended for first and second year professional school counselors
- ◆ Collegial relationships
- ◆ Professional collaboration
- ◆ Supervisor/professional school counselor conferencing
- ◆ Systematic data collection by PSC and administrator/supervisor (see appendices for forms)
- ◆ Observation (see appendices for forms)
- ◆ Professional development and/or improvement plans (see appendices for forms)

These procedures are designed to assure fairness and consistency among evaluators while allowing for individualization in meeting the professional development/evaluation needs of professional school counselors.

Professional Development Phase Procedures

This phase emphasizes professional growth and accountability on the part of all professional school counselors. Beginning PSCs in their first year will develop a Professional Development Plan with the help of mentor counselors and administrator/supervisors. After the first year, data gathered during the evaluation phase are utilized in the development and implementation of either a Professional Development Plan (PDP) or a Professional Improvement Plan (PIP) depending upon the needs of the individuals involved. The PDP is indicative of acceptable progress; a PIP is indicative of a performance concern.

Evaluation Phase Procedures

Each step along the career path of professional school counselors carries with it differing evaluation needs and procedures: professional school counselors who *are not* tenured are evaluated annually; in most cases, professional school counselors who *are* tenured are evaluated on a five-year cycle. Administrators/supervisors may formally evaluate professional school counselors who are tenured as often as deemed necessary and all professional school counselors may receive drop-in observations of non-confidential guidance activities each year.

Summary

In summary, Performance-Based Professional School Counselor Evaluation is a two-phase process (professional development and evaluation) which allows for individualization based on the level of experience and needs of individual professional school counselors. The process recognizes that:

- ◆ Beginning PSCs (first two years) have professional development/evaluation needs that are different from the needs of experienced PSCs.
- ◆ Professional development needs will vary among all professional school

counselors.

- ◆ The professional development/evaluation needs of professional school counselors who are tenured and who are demonstrating performance concerns will be different than those of PSCs who are tenured and who have proven themselves to be competent.
- ◆ The professional development/evaluation procedures must be consistent and fair for every individual.
- ◆ The professional development/evaluation procedures must recognize and respect the ethical standards of the counseling profession.

The remainder of this document describes processes and procedures districts may use to develop their own district-relevant guidelines. Each section provides performance-based professional development and evaluation guidelines and suggestions for:

- ◆ Beginning PSCs (first and second years)
- ◆ Experienced PSCs (third year and beyond)

The data collection instruments are described in the appendices.

PART III

PROFESSIONAL DEVELOPMENT/EVALUATION CYCLE FOR BEGINNING PROFESSIONAL SCHOOL COUNSELORS

Even though professional school counselors (PSCs) are experienced classroom teachers and may be tenured by the district, the first two years in the role of PSC are as crucial to long-term professional effectiveness as the first two years of beginning classroom teachers' careers. The processes and procedures described in this section will assist PSCs, their administrators/supervisors, and counselor-mentors as they work together to ensure that students' successes are facilitated by competent professionals.

Professional Development Phase for the 1st and 2nd Year

During this phase, professional development portfolios are initiated. These portfolios will be a continuation of those begun in counselor preparation programs and will be used throughout the careers of PSCs. The professional development phase for first and second year PSCs should include working with successful, experienced professional school counselors in counselor-to-counselor mentoring relationships. Liaisons with experienced PSCs will provide supportive and non-evaluative sources of feedback for beginning PSCs. In the event experienced PSCs are not available within the district to serve as mentor PSCs, then collaboration with experienced PSCs in neighboring school districts or regional professional school counselor associations is recommended.

PSC mentors' involvement in and contribution to the development of beginning PSCs should include such activities as the following:

- ◆ Assistance in developing professional development portfolios and initial Professional Development Plans
- ◆ Informal observation by the PSC mentor and objective feedback separate from the district's formal evaluation process
- ◆ Formal observation by the PSC mentor in a professional setting with reflective feedback prior to beginning PSCs being formally observed by administrators/supervisors
- ◆ Opportunities for beginning PSCs to observe experienced PSCs and to discuss their observations
- ◆ Introduction to colleagues and involvement in professional organizations
- ◆ Resource sharing
- ◆ A system of support for whatever need may arise

Success of the counselor-to-counselor mentoring program will be dependent upon districts' commitment to the process. Basic requirements for the program are similar to the requirements for other professional mentoring programs and should include items listed below.

- ◆ Adequate release time for PSC mentors and beginning PSCs so that they are able to plan and interact with each other.
- ◆ Adequate training for PSC mentors
- ◆ Adequate funding
- ◆ Assurance of the confidentiality of the counselor-to-counselor mentoring relationship (NOTE: Legally, PSC mentors shall not take part in any formal evaluative activities of non-tenured PSCs).

Evaluation Phase for the First and Second Years

The Evaluation Phase is a collaborative process of gathering objective data regarding the professional competence and performance of beginning professional school counselors. The results are used in the planning of professional development or improvement activities and ultimately contribute to continuing employment and/or tenure decisions. The forms provided in the appendices will help to assure consistency and fairness in the collection, interpretation and utilization of data.

Data Collection

The performance criteria and descriptors (see page 29) provide the basis for measuring professional competence and are the criteria for which documentation will be developed. The process of data collection is a collaborative effort involving beginning PSCs and their administrators/supervisors. Data to be collected may be classified as observed, non-observed, unplanned or artifact. Observed data are those witnessed by administrators/supervisors, non-observed data are those shared with administrators/supervisors, unplanned data are unsolicited data received by administrators/supervisors (e.g. a note of support for a PSC from a student), and artifact data are tangible items of information related to performance (documents created by PSCs related to practice such as logs of activities, student work samples). Such data may be provided by PSCs or they may be solicited from other sources. The forms in Appendix A provide a systematic means for collecting and utilizing observation data and Appendix B (Comprehensive Data Collection Form) provides a means for summarizing all data related to the performance criteria.

Administrators/supervisors will review all data to determine their significance in documenting specific criteria. If the data are deemed significant, administrators/supervisors will document the data on the Comprehensive Data Collection Form and place the form in the PSC's working files. All data included in working files should be discussed with PSCs and initialed by both PSC and administrator/supervisor *prior* to being placed in the files.

Data Collected by Supervisors

Administrators/Supervisors collect data from sources such as observations or videotapes of non-confidential guidance activities and conferences with PSCs. Unplanned data may be utilized and additional artifact data may be requested by supervisors to document performance competence in specific areas.

Data Collected by Professional School Counselor

PSCs are responsible for compiling professional development portfolios that document performance on criteria which are collaboratively identified by PSCs and their evaluators. PSC mentors will work with beginning PSCs to develop meaningful and systematic documentation procedures.

Observations

During each of the first two years, beginning PSCs will have a minimum of one scheduled and two unscheduled observations of appropriate, non-confidential guidance activities. Non-confidential guidance activities are defined as any guidance-related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of PSCs. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (P.L. 94-142), educational advisement, and parent conferences. It is suggested that beginning PSCs provide their administrators/supervisors with a schedule of appropriate, non-confidential guidance activities for administrators/supervisors to use when establishing observation schedules for all staff. The Professional Observation Report-Long Form (Appendix A-2) and the Professional Observation Report-Short Form (Appendix A-3) are examples of forms on which supervisors may record observations and comments.

Conferences

In the first two years, beginning PSCs will benefit from frequent informal and formal conferences with administrators/supervisors as well as with PSC mentors. The following paragraphs describe suggestions for more structured or formal conferencing procedures which are a direct part of the evaluation phase of the Professional School Counselor Performance-Based Evaluation System.

A pre-observation conference should be planned for each scheduled observation. Prior to their pre-observation conferences, PSCs complete a Pre-Observation Guidance Activity Review Form (Appendix A-1). The completed form will be used during pre-observation conferences by PSCs to discuss plans for the observation period with their administrators/supervisors. Administrators/supervisors may use the pre-observation conferences as opportunities to gain knowledge of the beginning PSCs competence in planning, management, and program understanding.

A collaborative post-observation conference between beginning PSCs and their administrators/supervisors should follow each observation, both planned and unplanned. Appendices A-2, A-3, and A-4 are examples of forms to be completed by supervisors and PSCs prior to the post-observation conference. The Professional Observation Report-Long Form A (Appendix A-3) should be completed by administrators/supervisors. The Post-Observation Guidance Activity Reflection (Appendix A-4) is intended for the reflections of professional school counselors after each scheduled, formal observation and prior to the post-observation conference. In combination, these forms may be used as a basis to discuss performance competence.

A data review should be included as part of the post-observation conference. The data review will provide time to review the contents of the professional development portfolio and

to discuss the overall performance competence of beginning PSCs. The Comprehensive Data Collection Form (Appendix B-1) and Professional School Counselor Self-Evaluation (Appendix B-2) should be completed by administrators/supervisors and PSCs, respectively, prior to the data review. All data reviewed should be recorded on the Comprehensive Data Collection Form. During the post conference, the form should be initialed by PSCs and their administrators/supervisors as each criterion and its related documentation are discussed. Following the post conference, administrators/supervisors should complete the final Professional School Counselor Evaluation Report (Appendices D).

The forms described here may be found in the Appendices.

Appendix A-1 Pre-Observation Guidance Activity Overview-completed by experienced PSCs prior to scheduled observation(s) and discussed during the pre-observation conference held previous to scheduled observations.

Appendix A-2 Professional Observation Report-Long Form-completed by administrators/supervisors during the observation and discussed at the post-observation conference.

Appendix A-3 Professional Observation Report-Short Form-completed by administrators/supervisors during the observation and discussed at the post-observation conference.

Appendix A-4 Post-Observation Guidance Activity Reflection-intended for the reflections of experienced PSCs after each scheduled, formal observation and prior to the post-observation conference.

Professional School Counselor Annual Performance Evaluation Review: Utilizing the Results of Data Collection Procedures

The evaluation phase of the Performance-Based Professional School Counselor Evaluation System for beginning PSCs culminates in the annual performance evaluation review. This annual review conference is a part of the continuous cycle of professional growth. Beginning PSCs work within a Professional Development Plan and compile a professional development portfolio which contains data documenting performance competence for each of the 15 evaluation criteria (see p. 27). Administrators/supervisors have gathered data documenting beginning PSCs' performance competence. Data gathered by both are discussed in PSC/supervisor conferences prior to being placed in PSCs' working files. All of these data are utilized by administrators/supervisors in completing the formal Professional School Counselor Evaluation Report Form (Appendices C-1, C-2).

Developing the Performance Evaluation Report

Administrators/supervisors will review and assess all aspects of beginning PSCs' performance as documented by the data gathered on the 15 evaluation criteria (see p. 27). The district-selected Professional School Counselor Evaluation Report Form (see p. 60) will be used to formally summarize the administrators/supervisors' assessment of the PSCs' performance, based on the data collected. The report requires administrators/supervisors to recommend PSCs for renewal or non-renewal of employment. PSCs and their administrators/supervisors will conference, discuss and sign the Professional School Counselor Evaluation Report Form.

Review and Appeal Procedures

Signing the Professional School Counselor Evaluation Report does not mean PSCs agree with their administrators'/supervisors' assessments of professional competence-the signature merely indicates that the PCS has had an opportunity to read and discuss this evaluation with the administrator/supervisor. All PSCs, non-tenured and tenured, have the opportunity to dispute information on Evaluation Reports. Written comments may be provided by either party (administrators/supervisors or PSCs) and included with the report. Written comments by either party must be shared within a set amount of time as determined by district policies and appended to the original Evaluation Report. Copies of the report will be retained by PSCs, their administrators/supervisors and the Human Resources Office of the district. Specifics of the appeal review process should be determined by board policy.

Summary

The foundation for successful growth of PSCs from novices to experts will be greatly influenced by the experiences of the first two years. During this time, administrators/supervisors and PSC mentors will work closely with beginning PSCs not only to facilitate their growth as professionals, but also to help beginning PSCs understand and participate effectively in the Performance-Based Professional School Counselor Evaluation process.

Steps for Performance-Based Evaluation of Beginning Professional School Counselors

The following steps are intended to serve as guidelines as local districts develop locally relevant procedures.

- Step 1:** Administrators/Supervisors designate PSC mentors. PSC mentors contact beginning PSCs.
- Step 2:** Administrators/Supervisors (and perhaps PSC mentors) meet with beginning PSCs to discuss the Performance-Based Professional School Counselor Evaluation System. At this time general expectations and timelines are established.
- Step 3:** Beginning PSCs and PSC mentors meet to develop tentative professional development goals for the year and the means for documenting performance competence. Tentative Professional Development Plans (PDP) (Appendix C) are designed.
- Step 4:** Early in the school year, beginning PSCs and their administrators/supervisors should meet to review the tentative PDP and data collection procedures.
- Step 5:** PSCs provide administrators/supervisors with a list of appropriate non-confidential activities to aid their administrators/supervisors in scheduling observations.
- Step 6:** Pre-observation conferences/scheduled observations/post-observation conferences take place.
- Step 7:** Unscheduled observations/post-observation conferences take place (minimum of two).
- Step 8:** During post-observation conferences, data review takes place (Comprehensive Data Collection Form and Professional School Counselor Self-Evaluation Form [Appendices B-1, B-2]).
- Step 9:** Annual performance reviews take place (Professional School Counselor Evaluation Report [Appendices D-1, D-2]).
- Step 10:** Professional development plans are later revised based on discussions between PSCs and their administrators/supervisors during the annual performance review (Professional Development Plan [Appendix C-1]).

PART IV

PROFESSIONAL DEVELOPMENT/EVALUATION CYCLE FOR EXPERIENCED PROFESSIONAL SCHOOL COUNSELORS WITH TENURE

Professional school counselors end their two-year cycle of induction into the guidance and counseling profession as experienced professionals. The Performance-Based Professional School Counselor Evaluation cycle recognizes the foundation of professional competence and growth that was formed in the prior years of service as a PSC. Moreover, professional school counselors must complete a minimum of two years teaching experience prior to becoming certificated as PSCs; most were participants in Beginning Teachers' Assistance Programs; and PSCs have an advanced degree in guidance and counseling. The Performance-Based Professional School Counselor Evaluation cycle for experienced PSCs recognizes that their professional development and evaluation needs are quite different from those of PSC's who have ended their two-year induction period into guidance and counseling and are beginning their third year as a PSC.

Professional School Counselors: Tenured and Non-Tenured

Because tenure is tied to employment in the district, individuals will enter the professional school counselor role at varied points in the district's tenure process. While it is most likely that third-year PSCs are, in fact, tenured employees, professional school counselors may enter their third year as PSCs as tenured employees of the district or as non-tenured employees working toward tenure. If individual PSCs enter their third year as PSCs without tenure, appropriate evaluation procedures for non-tenured employees will need to be taken into consideration with the understanding that the continued growth of PSCs from novices to experts will be influenced by the feedback the individual receives beyond the second year as a PSC until tenured. For purposes of the Performance-Based Professional School Counselor Evaluation System individuals in their third year of work as PSCs are considered *experienced* PSCs with the assumption that they are tenured employees. As such, in relation to the professional development and evaluation needs of experienced PSCs as a group, the focus moves from induction to demonstration of competence and contribution worthy of tenure as one of the district's PSCs.

Five-year Professional Development and Evaluation Cycle

Experienced professional school counselors who are tenured district employees are placed on the five-year professional development/evaluation cycle. While professional improvement plans may be assigned at any time in their careers and informal observations of performance competence will take place on a regular basis, experienced PSCs with tenure are on a five-year professional development/evaluation cycle. Professional development portfolios are continued and expanded. The portfolios are continuously updated and are the PSC's means for ongoing documentation of professional competence in each of the fifteen performance criteria (see page 27). In addition to professional competence, professional development portfolios demonstrate

the growth of PSCs as well as their contributions to the district's comprehensive guidance program in particular and their district in general.

During the first four years of the five-year cycle, experienced PSCs with tenure (with the approval of their administrators/supervisors) design and carry out professional development plans. At the beginning and end of each school year, PSCs and their administrators/supervisors meet to discuss the PSCs' PDP. The PSCs have primary responsibility for actually formulating the PDPs; however the administrator/supervisor may have his/her own suggestions for suitable areas of growth for each tenured PSC. After the PSC and the administrator/supervisor compare notes on perceptions of need, if consensus is not reached, the decision of the administrator/supervisor is final.

Greater flexibility and more options are available for professional growth in the five-year cycle for experienced PSCs as compared with the cycle for beginning PSCs. The fifth year of the cycle is the formal "evaluation year". At this time formal scheduled and non-scheduled observations and the activities and documentation for the previous four years are discussed. The following pages describe processes and procedures that are recommended for the five-year cycle.

Professional Development Phase for Experienced PSCs with Tenure

The professional development phase for experienced PSCs with tenure is facilitated by administrators/supervisors. During the first four years of the professional development phase, experienced PSCs are not formally evaluated on an annual basis; however, their administrators/supervisors have the continuing responsibility to observe non-confidential guidance activities on a regular basis and to receive unplanned data. If at any time administrators/supervisors determine that experienced PSCs are not meeting expectations on a performance criterion, the formal evaluation process may be reinstated.

The Professional Development Plan

PSCs are responsible for developing and implementing Professional Development Plans. The professional growth needs of PSCs will vary; thus, flexibility and collaboration are vital to the credibility of this aspect of the model. PDPs will have a need-based developmental or enrichment focus as determined by data collected by PSCs and their administrators/supervisors. PDPs with a developmental focus will lead to further development of a specific competency or competencies. PDPs with an enrichment focus provide the opportunity for involvement in a new or creative activity. Assuming they have met all prior performance expectations, experienced PSCs with tenure will have the opportunity to select from a variety of professional development options (see page 20) including, but not limited to, such activities as working with a jointly selected peer coaching team or working with experienced PSCs in a continuation of the mentoring relationship. As part of the process, PSCs will conduct self-assessments, select (with their administrators/supervisors) suitable goals for focus, submit proposals for individually relevant professional development, and upon approval of proposals will develop and implement Professional Development Plans.

Self-assessment and the development of PDPs will occur on an annual basis; however, plans may be of multi-year design and may involve collaboration with colleagues. Plans may

be revised or changed by mutual agreement of PSCs and their administrators/supervisors at any time. Experienced PSCs will conduct the entire process, resulting in documentation of enhanced skill or significant reflection. These data are collected and maintained by PSCs and are used in year-end conferences with their administrators/supervisors. Experienced PSCs should retain their annual (or multi-year) Professional Development Plans and supporting documents for use in documenting criteria during the fifth-year of the Performance-Based School Counselor Evaluation cycle.

Developing the Professional Development Plan

Administrators/supervisors and PSCs should conference early in the school year (and in some cases prior to the new school year) to discuss PSCs' options for professional development. This will allow administrators/supervisors to know the areas in which PSCs wish to focus and those aspects of practice that PSCs believe can make a contribution to the work of colleagues.

PSCs submit written proposals to their administrators/supervisors for approval prior to beginning the process (local districts to determine date). PSCs may wish to design their PDPs prior to the end of the previous school year. This would allow integrating district-provided professional development opportunities, graduate work, summer workshops, travel, and/or other events into their plans.

A major feature of this phase of professional development is encouragement to work collaboratively with colleagues on a project that will be of broad benefit to schools and/or districts as well as individuals. Professional collaboration may take many forms - from peer observation and coaching, planning, and reflecting carried out on an individual basis to comprehensive projects in which teams of PSCs and other professionals collaborate in a variety of aspects of the district's comprehensive guidance program, such as curriculum development or seeking solutions to programmatic or school-based issues.

Professional Development Plan Options Model

Experienced PSCs with tenure may have the opportunity to participate in the "Options Model" for professional growth. Those opting for this procedure could select a professional development area from the following options:

- Option A: Mentor PSC for Beginning PSCs
 - Option B: Action Research Team
 - Option C: Professional Reflection Process
 - Option D: Individualized Professional Activity
 - Option E: Collaborative Professional Plan
 - Option F: School-wide/District-wide Action Research
- (The Options are described in Figure 2: The Options Model)

Figure 2 describes the Options Model. Figure 3 provides an at-a-glance overview of the PBPSCE for beginning and experienced PSCs.

Figure 2

The Options Model for Experienced PSC Professional Development

Option A

Mentor PSC for Beginning PSCs

This option allows experienced PSCs with tenure to reflect on their practices with beginning PSCs and associate this with their own practices. Experienced PSCs with tenure have mentor training as prescribed in the Professional Development Plan of the district. Experienced PSCs with tenure use a self-reflection log to document the activities completed with beginning PSCs in accordance with duties outlined by the district's Professional Development Committee. Mentor PSCs assist beginning PSCs with the development of their professional development portfolios by making suggestions and offering advice. The times and dates of observations and conferences with beginning PSCs are documented. Experienced PSCs with tenure use the documentation to write reflections of the experiences and how they have affected their own practices. This plan should specifically relate to performance criteria and/or district comprehensive guidance program improvement goals.

Option B

Action Research Team

This option allows two to five colleagues to work together on a common interest. The topics may relate to one or more specific criteria and to the district's comprehensive guidance program improvement goals. The Action Research could tie in with existing district- or school-wide programs such as A+ Schools or Peer Helper Program activities or it could open new areas of research, e.g. Effects of a Morning Program or Playground Bullying. The topic for research could be an issue, strategy or theme related to the processes and outcomes of the district's comprehensive guidance program such as lowering the dropout rate, the effectiveness of classroom guidance activities, or referral patterns. The Action Research will be approved by administrators/supervisors. Experienced PSCs with tenure involved will provide data documenting their activities on the Action Research Team. Documentation will include written documents such as surveys, instructional strategies, and new models or procedures. The data should also include at least three points of view about the topic, e.g. the perspectives of students, parents, colleagues, administrators, or business partners. The plan should specifically relate to performance criteria and the district's comprehensive guidance program improvement goals.

Option C

Professional Reflection Process

This option allows experienced PSCs to use individual reflection to grow professionally. Experienced PSCs with tenure will be videotaped during three appropriate non-confidential sessions, focusing on one or more PSC performance criteria, and will then assess performance in a written format. An outside observer, such as a classroom teacher, supervisor, a peer PSC, business partner, or representative from an educational agency or university staff development program may also observe the experienced PSC. Experienced PSCs with tenure will document observations and conferences with outside observers and include written reflection. A Reflection Portfolio will document the processes involved throughout the professional reflection period. The data received from the observers, the reflections, survey results and a final reflective piece on their professional growth during the process will be included in the Reflection Portfolio. This plan should specifically relate to PSC performance criteria and the district's comprehensive guidance program improvement goals.

Option D

Individualized Professional Activity

This option allows experienced PSCs with tenure to work individually on specific areas approved by their administrators/supervisors. The Individualized Professional Activity will be based on curriculum development, program development or the use of technology. This plan should provide relationships with specific performance criteria and the district's comprehensive guidance program improvement goals.

Option E

Collaborative Professional Plan

This option allows experienced PSCs with tenure to interact with colleagues to focus on particular professional guidance practices. This could be accomplished through the use of a peer coaching model, a study group or other collaborative teams. This plan should relate to specific performance criteria and the district's comprehensive guidance program improvement goals.

Option F

School-Wide/District-Wide Action Research

This option allows experienced PSCs with tenure with significant experience to work collaboratively on a project outlined in a school-wide or district-wide School Improvement Plan related to the district's comprehensive guidance program. Teams may be developed to represent a specific grade level, subject, or cross discipline/cross district teams. The project must be approved by their administrators/supervisors. Sample projects could be developing tasks to evaluate programs, common technology implementation needs or articulation of curriculum. The plan should relate to specific performance criteria and the district's comprehensive guidance program improvement goals.

Evaluation Timeline

	Beginning PSCs and Non-Tenured Experienced PSCs					Experienced PSCs with Tenure				
Years of tenure with district when starting PSC	None- new to district-evaluate 5 years 1 year- evaluate 4 years 2 years- evaluate 3 years 3 years or more- evaluate 2 years * 1 * * 2 * * 3 * * 4 * * 5 *					1	2	3	4	5
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	**	**	**	**	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	-	1
Non-Scheduled Observation	2	2	2	2	1	-	-	-	-	1
Drop-In Observation	F R E Q U E N T Drop-in observations of non-confidential Guidance Activities					F R E Q U E N T Drop-in observations of non-confidential Guidance Activities				
PDP Development E-enrichment	Yes (D)	Yes (D)	Yes (D or E)*	Yes (D or E)*	Yes (D or E)*	Yes (E)	Yes (E)	Yes (E)	Yes (E)	PDP should align with portfolio
Portfolio Required	Yes	Yes	Yes	Yes	Yes	No- PDP Options	No- PDP Options	No- PDP Options	No- PDP Options	Yes- could be collected during 5 years
Administrator Observes PSC	Administrator meets to discuss management of portfolio and PDP early in the school year.					Administrator meets to overview School Improvement Plan and explain PDP early in school year.				
Administrator and PSC Meet	Administrator observes non-confidential guidance activity with pre- and post-observation conferencing as appropriate.					Administrator observes non-confidential guidance activity with pre- and post-observation conferencing as appropriate.				
Data Collection	PSC and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					PSC implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.				
Evaluation Report	Administrator holds conference to review data collected and completes evaluation report per district deadline					Administrator holds conference to review PDP or, if on evaluation, all data collected and completed. Evaluation report per district deadline.				

* Indicates administrator/supervisor and option to whether developmental or enrichment plan will be implemented.

** Indicates observation, only if needed, as determined by administrator/supervisor.

Drop-in observations by the administrator/supervisor are encouraged on a frequent basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events

Each Evaluation Report requires a complete Comprehensive Data Collection Form. This is yearly for beginning counselors and non-tenured experienced PSCs and on a five-year cycle for experienced PSCs with tenure.

Evaluation Phase for the Experienced Professional School Counselor with Tenure

The five-year cycle of the Performance-Based Professional School Counselor Evaluation System places the evaluation phase in the fifth year for experienced PSCs. During this year experienced PSCs are formally evaluated with scheduled and unscheduled observations, pre- and post-observation conferences, and formal summative evaluation reports.

The five-year cycle is not meant to imply that experienced PSCs will be without supervision during the first four years of the cycle. Administrators/supervisors have the responsibility for collecting certain data throughout the cycle and should meet with PSCs at least annually to discuss and review their PDPs. Although the formal evaluation phase occurs during the fifth year, experienced PSCs will want to maintain documentation of “meeting expectations” on each of the fourteen performance criteria (see page 27) throughout the five-year cycle. Maintaining documentation during the professional development phase will mean that data collection during the “evaluation year” will be less time-consuming. It is recommended that PDPs and supporting documentation be retained for use as evidence of “meeting expectations” on one or more of the criteria.

It should be noted that administrators/supervisors may assign Professional Improvement Plans at any time a deficiency in performance is noted. In addition, they may observe experienced PSCs in non-confidential guidance activities at any time as deemed necessary.

Data Collection

The Evaluation Phase involves providing documentation that experienced PSCs have maintained and enhanced their competence and performance. The performance criteria and descriptors (see page 27) provide the basis for measuring professional competence and are the criteria for which documentation will be developed. Performance data collection is a collaborative process involving both experienced PSCs and their administrators/supervisors. Administrators/supervisors purposefully collect data from sources such as observations of appropriate non-confidential guidance activities and personal conferences; in addition unplanned data may be utilized. Data may be provided by PSCs or they may be solicited from other sources.

Experienced PSCs will be responsible for developing and maintaining a professional development portfolio documenting performance on each of the fourteen performance criteria. Additional artifact data may be requested by their administrators/supervisors to document performance competence in specific areas. The data collected will be reviewed and recorded on the Comprehensive Data Collection Form (Appendix B).

While administrators/supervisors and experienced PSCs are collaboratively involved in the collection of data, the major responsibility for documenting performance competence remains with experienced PSCs. Data collection will be directed by the Professional Development Plan and will reflect continuous professional activity and growth throughout each five-year cycle.

Experienced PSCs and their administrators/supervisors will review all data and determine the significance of each piece of information in documenting specific performance criteria. If determined significant, the data will be recorded on the Comprehensive Data Collection Form and placed in experienced PSCs’ working files. Administrators/supervisors must discuss all data included in PSCs’ working files; in addition, data must be initialed by both parties prior to entering said data into PSCs’ working files.

Observations

During the evaluation phase (fifth year) of the five-year cycle, experienced PSCs will have a minimum of one scheduled and one unscheduled observation of appropriate, non-confidential guidance activities. The observation report forms used in the first and second years may be used for the observations of experienced PSCs in the third year and beyond as well.

Conferences

While informal conferences and conversations with administrators/supervisors will continue to play an important role in the third year and beyond, formal conferences will take on greater significance for administrators/supervisors as well as for PSCs. Each observation in the third year and beyond will be followed (within the period of time specified by district policy) by a collaborative conference between experienced PSCs and their administrators/supervisors.

Post-observation conferences provide experienced PSCs and their administrators/supervisors with opportunities to reflect on the value of guidance and counseling activities to students. Post-observation conferences with experienced PSCs may include a review of documents related to specific performance criteria as well as their self-evaluation with the Professional School Counselor Self-Evaluation Form (Appendix C). All data reviewed will be recorded on Comprehensive Data Collection Form (Appendix B) and initialed by experienced PSCs and their administrators/supervisors.

Pre-observation conferences between experienced PSCs and their administrators/supervisors are opportunities to talk about the planned activities and how the activities fit into the district's comprehensive guidance program. A pre-observation conference should be scheduled prior to observation(s). The forms and procedures utilized in years one and two may be used as a basis for conferences between experienced PSCs and their administrators/supervisors.

Data reviewed during post-observation conferences provides an opportunity to discuss PDPs for the next school year. Combining the three purposes (reflection on guidance activities, review of documentation of performance competence and contribution, and preliminary planning for the PDP) would be an efficient use of time for all involved.

The forms described here may be found in the Appendices.

Appendix A-1 Pre-Observation Guidance Activity Review-completed by experienced PSCs prior to scheduled observation(s) and discussed during the pre-observation conference.

Appendix A-2 Professional Observation Report-Long Form-completed by administrators/supervisors during the observation and discussed at the post-observation conference.

Appendix A-3 Professional Observation Report-Short Form-completed by administrators/supervisors during the observation and discussed at the post-observation conference.

Appendix A-4 Post-Observation Guidance Activity Reflection-intended for the reflections of experienced PSCs after each scheduled, formal observation and prior to the post-observation conference.

Developing the Performance Evaluation Report

The evaluation phase of the Performance-Based Professional School Counselor Evaluation System for experienced PSCs culminates in annual performance evaluation review conferences. These annual review conferences are a part of the continuous cycle of professional growth. They address competence on the fourteen performance criteria and are evaluated within the framework of the district's comprehensive guidance program components: guidance curriculum, individual planning, responsive services, and system support.

Data documenting competence on the fourteen performance criteria are utilized by administrators/supervisors in collaboration with experienced PSCs in completing formal Professional School Counselor Evaluation Report Forms (Appendices D-1, D-2). Administrators/supervisors and experienced PSCs will review and assess all documentation gathered throughout the five-year cycle.

The district-selected Professional School Counselor Evaluation Report Form will be used to formally summarize administrators'/supervisors' assessments of the experienced PSCs' performance, based on the data collected.

If there is a PIP, supporting documentation should be attached to the Professional School Counselor Evaluation Report as appropriate (Appendix D-1 and D-2). If experienced PSCs receive a rating of "does not meet expectations" or "progressing towards meeting expectations" they should not be allowed to participate in the professional development phase the following year.

The Performance-Based Professional School Counselor Evaluation System requires administrators/supervisors to recommend experienced PSCs for renewal or non-renewal of employment; Professional School Counselor Evaluation Reports include a place for administrators'/supervisors' employment recommendations. Experienced PSCs and administrators/supervisors will conference, discuss and sign the official Professional School Counselor Evaluation Report.

Review and Appeal Procedures

Signing the Professional School Counselor Evaluation Report does not mean PSCs agree with their administrators'/supervisors' assessments of professional competence-the signature merely indicates that the PCS has had an opportunity to read and discuss this evaluation with the administrator/supervisor. All PSCs, non-tenured and tenured, have the opportunity to dispute information on Evaluation Reports. Written comments may be provided by either party (administrators/supervisors or PSCs) and included with the report. Written comments by either party must be shared within a set amount of time as determined by districts' policies and appended to originals of Evaluation Reports. Copies of the report will be retained by PSCs, their administrators/supervisors and the Human Resources Office of the district. Specifics of the appeal review process should be determined by board policy.

Summary

Experienced Professional School Counselors have attained a level of expertise which can be enhanced and expanded through further professional growth opportunities. Administrators/supervisors and PSCs can work together to continue to facilitate their growth as professionals. This can be accomplished through a variety of activities, including conferencing and communication.

Steps for Performance-Based Evaluation of Experienced Professional School Counselors

- Step 1:** Administrators/supervisors will meet annually with experienced PSCs to discuss the continuing professional growth of experienced PSCs; at this time, professional development options will be discussed.
- Step 2:** Experienced PSCs develop proposals for continuing professional development and discuss them with their administrators/supervisors. (Professional Development Plan--Appendix C).
- Step 3:** Upon approval of proposals by the administrator/supervisor, experienced PSCs will develop specific and comprehensive plans including data collection procedures and will discuss these with their administrators/supervisors.
- Step 4:** Experienced PSCs provide their administrators/supervisors with a list of appropriate, non-confidential guidance activities to aid their administrators/supervisors in scheduling observations during the evaluation phase (fifth year).
- Step 5:** Experienced PSCs and their administrators/supervisors meet annually for informal discussions regarding progress of PDPs.
- Step 6:** During the fifth year of the five-year cycle, pre-observation conferences/scheduled observations/post-observation conferences take place.
- Step 7:** During the fifth year of five-year cycle, unscheduled observations/post-observation conferences take place.
- Step 8:** Data review conferences occur in the fifth year of five-year cycle (Comprehensive Data Collection Form and Professional School Counselor Self Evaluation Report [Appendices B].)
- Step 9:** Annual performance review takes place-- fifth year of five-year cycle (Professional School Counselor Evaluation Report [Appendices D-1, D-2]).
- Step 10:** PDPs are revised based on discussions between PSCs and their administrators/supervisors during the annual performance review (Professional Development Plan [Appendix C-1]).

PART V

PERFORMANCE-BASED PROFESSIONAL SCHOOL COUNSELOR EVALUATION SYSTEM REVIEW

School districts' superintendents should initiate periodic reviews of the Performance-Based Professional School Counselor Evaluation System to promote and maintain an effective, fair, and efficient system that is comprehensive and performance-based.

Standards and Criteria for Performance-Based Professional School Counselor Evaluation

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

Criterion 1: The professional school counselor teaches guidance units effectively.

Criterion 2: The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.

Criterion 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

Criterion 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

Criterion 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

Criterion 7: The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

Criterion 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.

Criterion 9: The professional school counselor provides support for other school programs.

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

Criterion 10: The professional school counselor demonstrates positive interpersonal relations with students.

Criterion 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.

Criterion 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills professional responsibilities.

Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.

Criterion 14: The professional school counselor possesses professional and responsible work habits.

Criterion 15: The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

Professional School Counselor Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and counselor behaviors that may be used to document criteria. The descriptors provided are not intended to be an inclusive list. The observation and/or documentation of each criterion will vary based on the context.

Standard 1: **The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students**

Criterion 1: The professional school counselor teaches guidance units effectively.

The professional school counselor:

1. Organizes units for student mastery based on student needs.
2. Uses effective instructional strategies.
3. Establishes an environment conducive for student learning through the use of effective classroom management techniques.
4. Other...

Criterion 2: The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.

The professional school counselor:

1. Collaborates with or assists teachers in developing and/or teaching guidance units effectively.
2. Serves as a resource regarding guidance materials appropriate to the guidance units being taught.
3. Provides in-service training for teachers on guidance-related subject matter and guidance instruction methodology.
4. Other...

Standard 2: **The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.**

Criterion 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

The professional school counselor:

1. Assists students in determining their abilities, achievements, interests, and goals.
2. Encourages teachers, other professionals, and parents to participate in student educational and career planning.
3. Guides students to utilize assessment results in their educational and career plans.
4. Other...

Criterion 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

The professional school counselor:

1. Strives to guard against over interpretation or other inappropriate use of assessment data.
2. Attends to the confidential and private nature of individual assessment data.
3. Understands/applies the basic statistical concepts essential in the use of assessment instruments and data.
4. Understands/applies basic concepts and principles of measurement and evaluation.
5. Presents information in a clear and concise manner.
6. Organizes and makes educational and career information available.
7. Helps students and their parents become aware of the range of educational opportunities available.
8. Other...

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

The professional school counselor:

1. Informs students, parents, teachers, and administrators about the process that can be used to refer students for individual or small group counseling.
2. Provides individual counseling and small group counseling using accepted theories and techniques appropriate for school counseling in a global society.
3. Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the students' needs and concerns.
4. Assists students in establishing concrete, behavioral plans aimed at problem resolution.
5. Other...

Criterion 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

The professional school counselor:

1. Uses an effective consultation model and appropriate procedures in consulting with individuals and groups.
 - a. Interprets information and ideas effectively.
 - b. Gathers information as needed to consult effectively and efficiently.
 - c. Understands consultee's responsibility and goals.
 - d. Establishes credibility by suggesting a variety of options, alternatives, resources, or strategies.

- e. Is appreciative of ideas expressed by others.
- 2. Coordinates the development and implementation of the consultee's plan of action.
 - a. Encourages input from consultee.
 - b. Facilitates communication promoting a spirit of compromise and cooperation.
- 3. Other....

Criterion 7: The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

The professional school counselor:

- 1. Understands and articulates the rationale and criteria for the referral process.
- 2. Develops and maintains a current list of appropriate and effective referral sources.
- 3. Determines the need for, and makes referrals when necessary.
- 4. Assists students and their parents during and after the referral process.
- 5. Keeps teachers informed about the referral process as appropriate.
- 6. Participates in the development of follow-up activities for students.
- 7. Other...

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

Criterion 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.

The professional school counselor:

- 1. Provides comprehensive guidance program activities consistent with identified student needs.
 - a. Conducts formal and informal needs assessments to determine needs and priorities as perceived by students.
 - b. Follows priorities established in the comprehensive guidance program framework.
- 2. Uses sound organizational skills.
 - a. Sets timelines and follows them.
 - b. Operates from a program calendar.
- 3. Uses resources effectively.
- 4. Establishes and carries out an effective comprehensive guidance program evaluation.
 - a. Evaluates effectiveness of guidance activities.
 - b. Uses results of evaluation to improve guidance program.
- 5. Explains the philosophy, priorities, and practices of the comprehensive guidance program effectively and articulately to school staff, parents, and the community.
- 6. Other...

Criterion 9: The professional school counselor provides support for other school programs.

The professional school counselor:

1. Serves on building and district committees as appropriate.
2. Works cooperatively with other school personnel in the best interest of students and for the betterment of the district.
3. Carries out “fair share responsibilities” as appropriate.
4. Other...

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

Criterion 10: The professional school counselor demonstrates positive interpersonal relations with students.

The professional school counselor:

1. Promotes positive self-image in students.
2. Provides a climate which opens up communication with students.
3. Interacts with students in a mutually respectful and friendly manner.
4. Makes an effort to know students as individuals.
5. Is available to all students.
6. Uses discretion in handling confidential information and difficult situations.
7. Other...

Criterion 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.

The professional school counselor:

1. Works cooperatively with colleagues in planning guidance activities.
2. Shares ideas, materials, and methods with other staff members.
3. Works well with support staff.
4. Works cooperatively with the schools’ administration to implement policies and regulations for which the school is responsible.
5. Informs administrators and/or appropriate school personnel of school-related matters.
6. Other...

Criterion 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

The professional school counselor:

1. Cooperates with parents in the best interest of the student.
2. Provides a climate which opens up communication with parents.
3. Handles expressions of conflict in a constructive manner.

4. Promotes patron involvement with the school.
5. Initiates communication with parents as appropriate.
6. Other...

Standard 6: The professional school counselor fulfills professional responsibilities.

Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.

The professional school counselor:

1. Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops, and conferences.
2. Seeks opportunities to learn from colleagues, students, parents, and community members.
3. Keeps abreast of developments in the counseling profession including the use of technology.
4. Other...

Criterion 14: The professional school counselor possesses professional and responsible work habits.

The professional school counselor:

1. Carries out guidance responsibilities promptly and accurately in accordance with established job description.
2. Uses available technology as a management and counseling tool.
3. Other...

Criterion 15: The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

The professional school counselor:

1. Observes ethical standards of the American School Counselor Association and the American Counseling Association.
2. Adheres to district policies and legal guidelines.
3. Does not reveal confidential information inappropriately.
4. Does not impose personal value judgements on students, their families or on school staff.
5. Promotes equity with respect to gender, ethnicity, or the ability of students.
6. Promotes cultural diversity and inclusivity in school policy and interpersonal relationships.
7. Other...

GLOSSARY

Action Research - A process in which the professional school counselor plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.

Administrator/Supervisor - The personnel trained and authorized to implement the evaluation process.

Artifact Data - Documents or tangible items of information related to performance. Artifacts are typically supplied by the counselor but may be collected from other related sources.

Beginning PSC - Individuals in their first or second year as a professional school counselor.

Comprehensive Data Collection Form - The form used to document all planned and unplanned data during the professional school counselor evaluation cycle.

Confidential Guidance Activities - Guidance activities which are confidential in nature and could be compromised by an outside observer. Ethical standards require a professional school counselor to respect the confidentiality of clients (students, parents, others). Individual or small group counseling sessions are by nature confidential situations. Individual intelligence testing is another instance in which an observer would compromise the situation or cause results to be considered invalid.

Evaluation Phase - The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.

Experienced PSC - Individuals that have a minimum of two years experience as a professional school counselor.

Descriptors - Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.

Drop-In Observation - An unscheduled informal visit to the classroom or non-confidential guidance setting by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.

Mentor - The experienced professional school counselor who is assigned and given time to guide and support a first-or second-year professional school counselor in the district. If an experienced professional school counselor is not available within the district to serve as a mentor, arrangements may be made with a neighboring district to provide an appropriate mentor. The district division of the Missouri School Counselor Association is another possible resource.

Missouri Comprehensive Guidance Program Model - A program to help school districts plan, design, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

Non-Confidential Guidance Activities - Any guidance related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of PSCs. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (P.L. 94-142), educational advisement, and parent conferences.

Peer Coach - A professional school counselor who collaborates with another professional school counselor for mutual support and instructional improvement.

Performance Criteria - The 15 items used to evaluate the PSC's performance. The criteria describe the behavior of the students and counselor or the skill of the counselor related to effective performance.

Planned Data - Data regarding a professional school counselor, related to a specific performance criteria and collected by the administrator/supervisor.

Portfolio - A PSC's collection of data reflecting performance, development, and involvement in professional activities that reflect performance criteria, building goals, and the Comprehensive School Improvement Plan.

Post-Observation Conference - A collaborative conference between the administrator/supervisor and the professional school counselor about data collected during an observation and other data submitted by the professional school counselor.

Pre-Observation Conference - The interaction between the administrator/supervisor and the professional school

counselor during which the lesson or activity is previewed, and the purpose, time, length, and location of the observation are confirmed. In some cases, a form will be completed by the professional school counselor prior to the conference.

Professional Development Phase - A system of feedback for professional school counselors designed to help them improve on an ongoing basis.

Professional Development Plan - A plan developed by a professional school counselor to formalize and document professional growth. The choice for each professional school counselor will depend upon his/her development level.

Professional Development Portfolio - A professional school counselor's collection of data reflecting performance, development, and involvement in professional activities that reflect performance criteria, building goals, and the Comprehensive School Improvement Plan.

Professional Improvement Plan - A plan that assists professional school counselors in attaining a satisfactory level of performance on a criterion.

Scheduled Observation - A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the professional school counselor evaluation phase.

Summative Evaluation Review - The form used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the professional school counselor evaluation process.

System Review - The process for periodic review of the evaluation system.

Unplanned Data - Unsolicited data regarding a professional school counselor, related to a specific performance criterion and collected by the administrator/supervisor.

Unscheduled Observation - An unannounced observation used to collect data for the professional school counselor evaluation phase.

Working File - An on-going collection of documentation kept by the administrator/supervisor during the professional school counselor's evaluation cycle. All data included in the professional school counselor's working file must be discussed with the professional school counselor and initialed by both parties prior to the data entering the file. The contents of this file may include: Artifact Data, Comprehensive Data Collection Form, Planned Data, Professional Development Plan or Professional Improvement Plan.

References

- Albany County School District One. (1997). Multi-track teacher evaluation program. Laramie: Author.
- Allen, L. & Calhoun, E. (1998). Schoolwide action research: Findings from six years of study. Phi Delta Kappan, 6(4), 706-710.
- Brookfield R-III School District. Brookfield R-III School District Performance Based Teacher Evaluation. (1997). Brookfield, MO: Author.
- Burke, K. (1994). Designing professional portfolios for change. Arlington Heights, IL: IRI/SkyLight.
- Campbell County School District Teacher Evaluation System. (1996). Campbell County Schools, Gillette, WY: Author.
- Clayton School District. Career development and teacher evaluation process. (1997). Clayton, MO: Author.
- Danielson, Charlotte. (1996) Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (1997). The quality of teaching matters most. Journal of Staff Development, 18(1), 38-41.
- Dietz, M. (1995). Using portfolios as a framework for professional development. Journal of Staff Development 16(2), 40-43.
- Duke, D. & Stiggins, R. (1990). Beyond minimum competence: Evaluation for professional development. In J. Millman and L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation* (p. 29). Newbury Park, CA: Sage.
- Duke, D. (1993). Removing barriers to professional growth. Phi Delta Kappan, 8, 702-712.
- Egelson, P. & McColskey, W. (1998). Teacher evaluation: The road to excellence. SouthEastern Regional Vision for Education. Greensboro, NC.
- Freiberg, M. & et.al. (1997). Promoting mid-career growth through mentoring. Journal of Staff Development, 18(2), 52-54.
- Gitlin, A. & Smyth J. (1990). Toward educative forms of teacher evaluation. Educational Theory, 40(1), 92.
- Gitlin, A. (1990). Understanding teaching dialogically. Teachers College Record, 91(4), 537-563.
- Glatthorn, A. (1997). Differentiated supervision (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.
- Greenwade, R. (1997). Presentation to the PBTE committee. Jefferson City, MO.
- Grimmett, P., Rostad, O. & Ford, B. (1992) The transformation of supervision. In Glickman, C. (Ed.), Supervision in transition, 1992 ASCD Yearbook. Alexandria, VA: Association of Supervision and Curriculum Development.
- Good, T. (1997). Presentation to the PBTE committee. Jefferson City, MO.
- Gysbers, N. & Henderson, P. (2000). Developing and managing your school guidance program (3rd ed.). Alexandria, VAA: American Counseling Association.

- Gysers, N., Starr, M. & Magnuson, C. (1998). Missouri comprehensive guidance: A model for program development, implementation, and evaluation. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.
- Hamm, D. (1994). Making teacher evaluations work for teachers. Palmetto Administrator, 2, 23-26.
- Independence School District (1998). Independence School District Performance-Based Evaluation Draft. Independence, MO: Author.
- Joint Committee on Standards for Educational Evaluation. (1988). Daniel Stufflebeam, Chair. The personnel evaluation standards: How to assess systems for evaluating educators. Corwin Press, Inc. Newbury Park, CA.
- Lapan, R., Gysbers, N. A & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling and Development, 75, 292-302.
- Machell, J. (1995). The teacher evaluation environment: An examination of attributes related to teacher growth. Journal of Personnel Evaluation in Education, 9, 259-273.
- Manatt, R. (1997). Feedback from 360 degrees: Client-driven evaluation of school personnel. The School Administrator, 8, 8-13.
- Manatt, R. (1994). Five-factor teacher performance evaluation for career ladder placement. Journal of Personnel Evaluation in Education, 8, 239-250.
- Miami-Dade County Public Schools. (1994). Professional Assessment and Comprehensive Evaluation System. Miami: Author.
- Millman, J. & Darling-Hammond, L. (Eds.). (1990). The new handbook of teacher evaluation. Newbury Park, CA: Sage.
- Missouri Department of Elementary and Secondary Education. (1994). Missouri Show-Me Standards. Jefferson City, MO: Author.
- Missouri Department of Elementary and Secondary Education. (1994). Linkage of state and national standards for teacher education/certification. Jefferson City, MO: Author.
- Missouri Department of Elementary and Secondary Education. (1998-Draft). New standards for teacher education programs in Missouri. Jefferson City, MO: Author.
- Newport News Public Schools . (1997). Newport News Public Schools Teacher Performance Assessment System. Newport News, VA: Author.
- Peterson, K. (1995). Teacher evaluation: A comprehensive guide to new directions and practices. Thousand Oaks, CA: Corwin Press.
- Prybylo, D. (1998). Beyond a positivistic approach to teacher evaluation. Journal of School Leadership, 8, 558-582.
- Randall, A. & Struthers, D. (1994). Advocacy for professional growth: An alternative to teacher evaluation. Paper presented at NEA Conference Series, Nashville, TN.

- Report of the National Commission on Teaching and America's Future. (1996). What matters most: Teaching for America's future. James B. Hunt, Chair.
- Rhyne-Winkler, M. & Wooten, H. (1996). The school counselor portfolio: Professional development and accountability. The School Counselor, 44, 146-150.
- Ritenour School District. (1996). Guidelines for performance-based teacher evaluation. St. Louis, MO. Author.
- Scalan, M. (1994). Performance evaluation for experienced teachers: An overview of state policies. Paper presented at the Annual Conference of the National Evaluation Institute. Gatlinburg, TN.
- Senge, P. (1990). The leader's new work. Sloan Management Review, 32(1), 7-23.
- Sergiovanni, T. & Starratt, R. (1993). Supervision: A redefinition. New York: McGraw-Hill, Inc.
- Shrinkfield, A. & Stufflebeam, D. (1995). Teacher evaluation: Guide to effective practice. Boston: Kluwer Academic Publishers.
- Stigler, J. & Hiebert, J. (1997). Understanding and improving classroom mathematics instruction: An overview of the TIMSS video study. Phi Delta Kappan, 79(1), 14-21.
- Texas Educational Agency (1994) Texas teacher appraisal system, Appraiser/teacher manual. Austin: Author.
- Valentine, J. (1997). Teacher evaluation. Presentation to the PBTE committee. Jefferson City, MO.
- Valentine, J. (1992). Principles and practices for effective teacher evaluation. Needham, MA: Allyn and Bacon.
- Wilkinson, G. (1997). Beginning teachers identify gaps in their induction programs. Journal of Staff Development, 18(2), 48-51.
- Wolf, K. (1996). Developing an effective teaching portfolio. Educational Leadership 6, 34-37.

APPENDICES

Appendix A

<u>Form</u>		<u>Page</u>
Pre-Observation Guidance Activity Review	(A-1)	40
Professional Observation Report - Long Form	(A-2)	42
Professional Observation Record - Short Form	(A-3)	44
Post-Observation Guidance Activity Reflection Sheet	(A-4)	45

Appendix A-1

Pre-Observation Guidance Activity Review

The Pre-Observation Guidance Activity Review is to be completed by the professional school counselor and given to the administrator/supervisor at/or before a pre-observation conference. This information is used by the administrator/supervisor to gain insight not only into the comprehensive guidance program but also into the professional school counselor's reflective understanding regarding planning and may be used to document performance criteria relating to planning.

Professional School Counselor _____

School _____ Grade Level _____

Date ____/____/____

Performance Criterion Addressed _____

1. Which of the district's Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support) will be addressed?

2. Briefly describe the guidance activity and the audience.

3. What materials will be used?

4. How will the audience be engaged? What will audience members be expected to do during the activity?

5. Do you anticipate audience members having difficulties or concerns with the activity? If so, what? How will you address the concerns?

*If more space is needed, please add additional pages.

6. Is there anything about the environment that you think might affect the audience during the observation?
If so, what and how will you compensate?
7. What are the routines, procedures, rules and expectations for the audience?
8. Are there any special circumstances of which the observer should be aware?
9. On what specifics (topics/behaviors/processes/techniques) do you want observer to note and provide feedback?
10. What will the audience have gained through the Comprehensive Guidance Program Activity? How will you assess the audience's new learning/skill/understanding?

*If more space is needed, please add additional pages.

Appendix A-2

Professional School Counselor Observation Report-- Long Form

____ Scheduled Observation ____ Unscheduled Observation

The Professional School Counselor Observation Report-Long Form is used by the administrator/supervisor during observation and shared at the post-observation conference. During observation, the administrator/supervisor is takes notes regarding audience and PSC behavior. It is not necessary to script the entire oral discourse of the PSC; however, the administrator/supervisor should record specific audience behaviors and comments as well as specific PSC behaviors and comments. These notes can be taken separately and then transferred to the Professional School Counselor Observation Report-Long Form or recorded directly on the Professional School Counselor Observation Report-Long Form.

Professional School Counselor _____

School _____ Grade Level _____

Administrator/Supervisor _____ Date ____/____/____

Performance Criterion Addressed _____

1. The following Comprehensive Guidance Program Component (guidance curriculum, individual planning, responsive services, system support) was addressed.

2. Did the audience become engaged in the activity? The following indications suggested that the audience understood what to do during the activity.

3. The following materials were used effectively to enhance the activity.

4. Did the audience members have difficulties or concerns with the activity? If so, what? The concerns were addressed in the following manner.

*If more space is needed, please add additional pages.

5. Was there anything about the environment that affected the audience during the observation? If so, the following indications suggested that the professional school counselor compensated for these effects.

6. Did the audience gain the expected outcome as a result of the Comprehensive Guidance Program Activity? The following indications suggested that the audience achieved the expected outcome during the activity.

7. How did the professional school counselor assess the audience's new learning/skill/understanding?

8. Regarding topics/behaviors/processes/techniques, the following specific feedback is provided.

PSC's Comments:

Administrator's/Supervisor's Comments

PSC's Signature Date / /

Administrator's/Supervisor's Signature Date / /

Signature only indicates the above has been reviewed and discussed. Copies are provided to professional school counselor and administrator/supervisor.

*If more space is needed, please add additional pages.

Appendix A-3

Professional School Counselor Observation Report-- Short Form

(The short form is used when observing one or two performance criteria.)

___ Scheduled Observation ___ Unscheduled Observation

Professional School Counselor _____

School _____ Grade Level _____

Administrator/Supervisor _____ Date ____/____/____

Performance Criterion:

Data:

Performance Criterion:

Data:

PSC's Comments:

Administrator's/Supervisor's Comments:

PSC's Signature Date / /

Administrator's/Supervisor's Signature Date / /

Signature only indicates the above has been reviewed and discussed. Copies are provided to professional school counselor and administrator/supervisor.

*If more space is needed, please add additional pages.

Appendix A-4

Post-Observation Comprehensive Guidance Activity Reflection

The Post-Observation Comprehensive Guidance Activity Reflection is completed by the professional school counselor following each formal observation and taken to the post-observation conference with the administrator/supervisor. This form may be used by the administrator/supervisor to discuss and document performance criteria.

Professional School Counselor _____

School _____ Grade Level _____

Administrator/Supervisor _____ Date ____/____/____

1. Briefly describe the guidance activity and the audience and how it was tied to the district's Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support).

2. Did the audience become engaged in the activity?

3. What indications did I have that the audience understood what to do during the activity?

4. What feedback did I receive from the audience indicating they achieved understanding and that the goal(s)/objective(s) were met for this activity?

5. Did audience members have difficulties or concerns with the activity? If so, what? How were the concerns addressed?

Appendix B

Comprehensive Data Collection Form

Appendix B

Comprehensive Data Collection Form

The Comprehensive Data Collection Form is used by both the administrator/supervisor and professional school counselor to summarize the documentation of each performance criterion over the course of the evaluation cycle. It should be maintained in the administrator's/supervisor's office with a copy in the PSC's portfolio. It should be reviewed periodically to determine the professional school counselor's progress. This document will provide an overview of the professional school counselor's performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and discussed with the professional school counselor prior to entering it into the file.

Professional School Counselor _____ Beginning Date ____/____/____
 School _____ Ending Date ____/____/____
 Grade Level _____ Administrator/Supervisor _____

Data Collection:

CO-Classroom Observation IC-Individual Conference P-Portfolio
 RS-Reflection Sheet LR-Lesson Review AR-Artifact O-Other

Standard 1: **The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.**

Criterion 1: The professional school counselor teaches guidance units effectively.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Criterion 2: The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Standard 2: **The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.**

Criterion 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's Initials _____

Criterion 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Standard 3: **The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.**

Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's Initials _____

Criterion 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's Initials _____ Administrator's/Supervisor's Initials _____

Criterion 7: The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's Initials _____ Administrator's/Supervisor's Initials _____

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

Criterion 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's Initials _____ Administrator's/Supervisor's Initials _____

Criterion 9: The professional school counselor provides support for other school programs.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's Initials _____ Administrator's/Supervisor's Initials _____

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

Criterion 10: The professional school counselor demonstrates positive interpersonal relations with students.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Criterion 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Criterion 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Standard 6: The professional school counselor fulfills professional responsibilities.

Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's initials _____

Criterion 14: The professional school counselor possesses professional and responsible work habits.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's initials _____ Administrator's/Supervisor's Initials _____

Criterion 15: The professional school counselor follows the profession's ethical and legal standards and guidelines as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

PSC's Initials _____ Administrator's/Supervisor's Initials _____

Appendix C

<u>Form</u>		<u>Page</u>
Self-Evaluation Form	(C-1)	54
Professional Development Plan	(C-1)	56
Professional Improvement Plan	(C-1)	59

Appendix C-1

Self-Evaluation Form

The Self-Evaluation Form is used by the professional school counselor prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the PDP.

Professional School Counselor _____ Date ____/____/____
Professional Development Plan Option _____

1. What has been the most positive aspect of your professional practice over the last few years?

2. What area of the districts' comprehensive guidance program gives you the most difficulty?

3. Which one of the goals, as enumerated in the districts' comprehensive guidance program, do you feel the school was successful in reaching this past year? What evidence can you use to show this success?

4. Which goal would you target as an area for your school to improve?

* If more space is needed, please add additional pages.

5. If you had last year to do over, what would you change?
6. What are some of your activities or ideas that you would like to share with others?
7. What would you like to learn more about, whether it be from another professional school counselor, a special training program, or other resources?
8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes?
9. What are your strengths as a professional school counselor?
10. What areas of your work would you like to improve?

* If more space is needed, please add additional pages.

Appendix C-2

Professional Development Plan

NOTE: As a part of the Professional Development Plan, it is strongly suggested that professional school counselors remain aware of certification renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Professional School Counselor _____ School _____

Grade Level _____

Administrator/Supervisor _____ Date ____ / ____ / ____

Criteria: (Note: Professional school counselors in 1st and 2nd year will address all 15 criteria in a professional portfolio.)

Refer to attached list.

Related Building/CSIP Goal(s):

Objectives (applicable descriptors):

* If more space is needed, please add additional pages.

Strategies for achieving objective(s):
(PSC and administrator/supervisor responsibilities)

PSC will:

Administrator will:

Assessment methods and timelines:

PSC's comments:

Administrator's/Supervisor's comments:

Plan developed:

PSC's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Plan completed _____

Plan revised _____

Plan continued _____

Date plan reviewed

PSC's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Signatures indicate that the above has been reviewed and discussed. Copies to PSC and administrator/supervisor.

Standards/Criteria

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- 1: The professional school counselor teaches guidance units effectively.
- 2: The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.

- 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
- 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

- 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
- 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.
- 7: The professional school counselor implements an effective referral process with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

- 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.
- 9: The professional school counselor provides support for other school programs.

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

- 10: The professional school counselor demonstrates positive interpersonal relations with students.
- 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.
- 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills professional responsibilities.

- 13: The professional school counselor demonstrates a commitment to ongoing professional growth
- 14: The professional school counselor possesses professional and responsible work habits.
- 15: The professional school counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.

Appendix C-3 Professional Improvement Plan

The Professional Improvement Plan is used to assist PSCs not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

PSC _____ Date ____/____/____ School _____ PSC Status: Beginning ☐ Experienced ☐

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

PSC's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Plan completed

Plan revised

Plan continued

PSC's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Plan completed

Plan revised

Plan continued

Appendix D

**Option 1: Evaluation Report
(3 point rating scale)**

**Option 2: Evaluation Report
(4 point rating scale with scoring guide)**

Two Types of Evaluation Reports are included in this Appendix. Each form offers unique benefits and concerns. It is strongly recommended that each district review both versions carefully and determine which version offers the best fit for the district. Districts may also wish to modify, blend, or create new forms. Final review by legal counsel is suggested.

Option 1: Evaluation Report

(Three point rating scale)

The Evaluation Report is used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the PSC evaluation process.

PSC _____ Administrator/Supervisor _____

Grade _____ School _____ Date ____/____/____

Classification: Beginning PSC ☐ Experienced PSC ☐

The Professional School Counselor:

Criteria

1. The professional school counselor teaches guidance units effectively.
2. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.
3. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
5. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
6. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
7.	The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The professional school counselor provides support for other school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The professional school counselor demonstrates positive interpersonal relations with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The professional school counselor demonstrates positive interpersonal relations with educational staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The professional school counselor demonstrates positive interpersonal relations with parents/patrons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The professional school counselor demonstrates a commitment to ongoing professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The counselor possesses professional and responsible work habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment Yes ☐ No ☐

PSC's comments:

* _____ Date ____/____/____
Signature of PSC Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy —PSC 1 copy - Administrator/Supervisor 1 copy — Personnel File

Option 2: Evaluation Report (4 point rating scale with scoring guide)

PSC _____ Administrator/Supervisor _____
 Grade _____ Date ____/____/____
 School _____

Criteria	Exceeds	Meets	Progressing	Does not Meet
1. The PSC teaches guidance units effectively.	The PSC is highly skilled in organizing guidance units based on student needs. The PSC establishes a classroom environment highly conducive to learning and uses a wide array of instructional strategies to ensure student mastery of guidance competencies.	The PSC organizes guidance units based on student needs. The PSC establishes a classroom learning and uses effective instructional strategies that ensure student mastery of guidance competencies.	The PSC is inconsistent in organizing guidance units. There is little evidence of the use of effective instructional strategies and consequently, poor student mastery of guidance competencies occurs.	The PSC seldom organizes guidance units to ensure student mastery of guidance competencies.
2. The PSC encourages staff involvement to ensure the effective implementation of the guidance curriculum.	The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials as well as provides ongoing in-service training for teachers on guidance-related subject matter and guidance instruction methodology.	The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials.	The PSC is inconsistent in his or her collaboration with teachers in the development and teaching of guidance units.	The PSC fails to encourage staff to become involved in the teaching of guidance units.
3. The PSC, in collaboration with parents, helps students establish goals and develop and use planning skills.	The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC actively encourages teachers, other professionals, and parents to participate in student educational and career planning.	The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC involves teachers, other professionals, and parents in student educational and career planning.	The PSC is inconsistent in assisting students in determining their abilities, achievements, interests, and goals.	The PSC fails to assist students in determining their abilities, achievements, interests, and goals.
4. The PSC demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	The PSC applies basic statistical concepts and principles of measurement in the use of assessment data, making certain that the confidential nature of individual assessment data is respected. The PSC organizes and makes educational and career information available in an effective manner.	The PSC interprets data and presents information accurately and appropriately. Assessment data are used in an ethical confidential manner.	The PSC interprets data and information inconsistently and poorly.	The PSC does not interpret data or present information accurately and appropriately.

Criteria	Exceeds	Meets	Progressing	Does not Meet
5. The PSC counsels individual students and small groups of students with identified needs and concerns.	The PSC makes sure that students, parents, teachers, and administrators know the process to refer students for individual and/or small group counseling. The PSC uses appropriate theories and techniques in working with students, assisting in the establishment of concrete plans, aimed at problem resolution.	The PSC counsels individual students and small groups of students based on identified needs, using appropriate theories and techniques.	The PSC counsels individual students and small groups occasionally using a limited number of techniques.	The PSC fails to counsel individual students and small groups of students with identified needs and concerns.
6. The PSC consults effectively with parents, teachers, administrators, and other relevant individuals.	The PSC knows and uses an effective consultation model in working with parents, teachers, administrators, and other relevant individuals. The PSC assists consultants' development and implementation of plans of action.	The PSC consults on a regular basis with parents, teachers, administrators, and other relevant individuals.	The PSC consults inconsistently with parents, teachers, administrators, and other relevant individuals.	The PSC fails to consult with parents, teachers, administrators, and other relevant individuals.
7. The PSC implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.	The PSC explains the referral process to others clearly and concisely and maintains an up-to-date list of referral sources. The PSC makes referrals appropriately, assisting parents and students, and participates in the development of follow-up activities for students.	The PSC consistently implements a referral process in collaboration with parents, administrators, teachers, and other school personnel.	The PSC implements a limited referral process.	The PSC fails to implement an effective referral process.
8. The PSC provides a comprehensive and balanced guidance program in collaboration with school staff.	The PSC, working with other school staff, provides students with the full array of guidance activities based on their needs. The PSC follows a guidance program calendar, uses guidance resources appropriately, and evaluates the program using the data gained to improve the program.	The PSC consistently and effectively provides a comprehensive and balanced program to all students.	The PSC is inconsistent in providing a comprehensive and balanced guidance program.	The PSC fails to provide a comprehensive and balanced guidance program.

Criteria	Exceeds	Meets	Progressing	Does not Meet
9. The PSC provides support for other school programs.	The PSC works cooperatively with other school personnel in the best interest of students and for the betterment of the district. The PSC contributes to the operation of the school through the completion of "fair share" responsibilities.	The PSC contributes effectively and on a regular basis supporting other school programs.	The PSC is inconsistent in providing support to other school programs.	The PSC fails to provide support to other school programs.
10. The PSC demonstrates positive interpersonal relations with students	The PSC has excellent interpersonal skills and uses them very effectively with students. The PSC works closely with students providing a climate of trust.	The PSC has effective interpersonal relations with students that opens the lines of communication.	The PSC has an inconsistent pattern of interpersonal relations with students.	The PSC has poor interpersonal relations with students.
11. The PSC demonstrates positive interpersonal relations with educational staff.	The PSC has excellent interpersonal skills and uses them very effectively with staff. The PSC works closely with educational staff providing a climate of trust that facilitates communication and cooperation.	The PSC uses professionally appropriate interpersonal skills when interacting with staff.	The PSC's interpersonal relations with educational staff are inconsistent has an inconsistent pattern of interpersonal relations with parents/patrons.	The PSC has poor interpersonal relations with educational staff.
12. The PSC demonstrates positive interpersonal relations with parents/patrons.	The PSC works closely with parents/patrons providing a climate of trust that opens up communication. The PSC handles expressions of conflict effectively and in a constructive manner.	The PSC has effective interpersonal relations with parents/patrons that open up the lines of communication.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC fails to demonstrate positive interpersonal relations with parents.

Criteria	Exceeds	Meets	Progressing	Does not Meet
13. The PSC demonstrates a commitment to ongoing professional growth.	The PSC seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences. The PSC's professional development is aligned to district and building goals and objectives.	The PSC consistently participates in professional growth activities.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC seldom voluntarily participates in professional growth activities.
14. The PSC possesses professional and responsible work habits.	The PSC carries out guidance responsibilities promptly and accurately in line with the established job description. The PSC makes effective use of technology as a management and counseling tool.	The PSC regularly displays professional and responsible work habits in carrying out guidance program responsibilities.	The PSC is inconsistent in displaying professional and responsible work habits in carrying out guidance program responsibilities.	The PSC seldom displays professional and responsible work habits in carrying out guidance program responsibilities.
15. The PSC follows the profession's ethical and legal standards as well as cultural diversity and inclusivity in school policy and interpersonal relationships.	The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines. The PSC follows standards in regard to confidentiality, does not impose values on others, and demonstrates impartiality with regard to gender, ethnicity, and promotes diversity.	The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines.	The PSC is inconsistent in following the profession's ethical standards, district policies, and legal guidelines.	The PSC seldom follows the profession's ethical standards, district policies, and legal guidelines.

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment Yes ☐ No ☐

PSC's comments:

* _____ Date ____/____/____
Signature of PSC Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — PSC

1 copy - Administrator/Supervisor

1 copy — Personnel File